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ABSTRACT

Public schools, like other organizations, are only as effective as the leadership provided. This study was undertaken to gather data that might be useful for long term planning in the recruitment and training of Montana's public school administrators. A survey of 630 principals resulted in 361 responses. The survey results are reported in two parts. Part 1 presents a demographic data about Montana's principals which may be used to develop general policies for the recruitment and training of principals. Part 2 discusses the perceptions held by Montana principals regarding training and preparation. The major areas of concern for practicing administrators fell into several categories: school law and related issues; internships for administrators; closer linkage between theory and practice; improved course work for supervision of teachers and staff; and development of skills to deal with difficult personalities and situations including parents, teachers, and community. Several conclusions are suggested by the findings: (1) universities have done a poor job of keeping administrators abreast of changes in the curriculum for training school administrators; (2) school administrators have not kept abreast of what universities have done to keep the curriculum up to date; and (3) universities have done a good job of training people for the technical side of leadership, but not as good a job with the human side of school organization. Based on these conclusions, recommendations are made which encourage development of a skills or outcome based training program for administrators, closer relationships between the universities and those in the field, and investigation of new methods to train administrators. (ND)

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ED 390 822

Research Report: Critical Skills Necessary For Montana Principals

Dr. Donald V. Cairns

This report addresses issues that may be critical to the success of Montana's public schools. Public schools, like other organizations, are only as effective as the leadership provided. However, as Montana enters the 21st century, it becomes evident that Montana needs a continuous supply of effective school administrators. Therefore this study was undertaken to gather data that might be useful for long term planning regarding the recruitment and training of Montanas' public school administrators.

The study is broken down into two component parts:

Part I generates a great deal of demographic data about Montana's principals. This information may be used to develop general policies for the recruitment and training of principals into the profession.

Part II reports on the perceptions held by Montana principals regarding training and preparation. It is important to the state of Montana, and to the agencies responsible for certification that programs, be adjusted to the changing conditions of education.

Prior research has found that the early years are critical to the long term success of a principal, and that certain skills are crucial to a beginning principals' long term success. That means that principals' should understand what skills and theories impact their job. It is important to find out if those skills are identical to all principals' or just applicable to suburban, urban principals. If there is a difference it may mean that Montana's school preparation program needs modification. If modification is needed, then it is important to know what should be modified and to what degree modification should occur.

Earlier research highlights some important facts that the State of Montana needs to consider in developing policies for "principal preparation" programs. These facts are as follows:

1. The traditional isolation that served as an insulator to the rapid pace of change that occurs in more suburban and urban areas no longer endures. This means that as the face of Montana changes the skills that have worked so well in the past may need updating.

2. As America ages a dramatic shift in rural demographics is taking place. The implication of such findings is that, this state is aging and along with that aging, principals will have to communicate better with citizens that no longer have children in school.

3. As America ages more income will be derived from social security, public assistance and unemployment programs. Principals working in rural america will be working with a increasing number of underemployed and/or marginally trained people. As of 1990 70% of all of the state income tax returns filed were from citizens earning between 0 to 19,999 thousand dollars per year (Montana Taxpayers Association, 1990).

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4. For much of rural America, off farm income is more stable and reliable than income derived from farm or ranch products.

As Montana enters the 21st century, school principals will have to adjust to new emerging realities. What skills will be required to manage these realities needs to be addressed by whatever agency is responsible for training public school administrators.

Levels of Responses

In order for any survey to be valid, the sample number must be statistically large enough so as to be able to generalize to the population from which the sample was drawn. In this study **all** of the principals in Montana were surveyed, making the study very generalizable.

The next significant item to be considered in order for a survey to be valid is the level of returns obtained. Six hundred and thirty surveys were mailed out with 361 returned. This means that the survey rate was 56.8%. Of those returned only 7 or .01% were unusable due to one reason or another. This means that the results of the survey are valid for the state of Montana.

Part I

Analysis of Data from Part I

Section one asked respondents to reply to a variety of questions regarding their background, age, ethnicity, age (when they first entered the principalship), and size of district in which they currently work. This information is useful in assessing supply and demand for future administrators, the numbers of minorities engaged in the principals assignment, and at which age entrants become involved in the principals position. From this information policies may be developed that aid in recruitment and where additional recruitment may be needed.

1. Question one asks about "gender" status. It was revealed that 70.9% of all respondents are male, with 29.1% being female. From this question it may be concluded that women are still a minority when it comes to educational administration.

2. An analysis of question two "current age" reveals that most administrators are between the ages of 41 to 50 years of age. 51.6% of the respondents indicated that they were between 41 to 50 years old, with 28.3% being between 51-60 years in age. Only 2.3% of the respondents were 21-30 years of age and 17.3% were between 31-40 years old.

These two questions have serious policy implications for the future of Montana public schools. As the age of school administrators increases the question of replacement needs to be addressed. **Does Montana have the quantity and the quality of the principals that the state needs, in order to maintain its current high level of student outcomes? Additionally, is enough being done to recruit and train high quality women into the field?**

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3. The question of ethnic background of Montana's school administrators is addressed in question number four. Analysis shows that Montana's principals are almost entirely of caucasian extraction (95.6%). Only 1.7% of the respondents are Native Americans, with 2.3% being asiatic, .3% are Hispanic, and .3% being black.

The state of Montana should investigate ways that would encourage more minorities to become quality school administrators.

4. 41.6% of the respondents indicated that they were in their first principalship, while 57.6% stated that they were not involved in the first year experience. When this question is combined with question number two "current age," it becomes evident that Montana's principals are aging, but being replaced by entry level administrators that are well seasoned in the life of public schools.

5. Of those principals that were experienced, 9.7% had served in that capacity five years or less. 25.2% had been working as principals for between 5 to 10 years. Principals with 11 to 15 years of experience made up 11.6% of the responses, and those with more than 15 years of experience in the field comprised 17.2% of the experienced respondents.

It appears that Montana's principals in the public schools are generally experienced in their positions, and have the maturity that comes with age. This is reflected in the responses on question number six.

6. Question number six asks about age when a respondent was "first appointed" to the position of principal. First time appointees obtained their position between the ages of 21 to 30 19.1% of the time, while those between the ages of 31 to 40 were first time principals 51.8% of the time. Respondents between the ages of 41 to 50 became first time principals 24.4% of the time and is in contrast to those that received their first appointment over the age of 50. Those over the age of fifty became principals only 2.3% of the time.

It appears that the majority of Montana's principals first gain an administrative position between the ages of 31 to 40. When the aforementioned age bracket is combined with those between the ages of 41 to 50 years of age, 76.2% or over three quarters of all principals become administrators in the middle years of their career. Therefore, it may be safely stated that Montana's principals have already obtained a great deal of experience in the public school system and presumably have the emotional stability that comes with being older.

7. Question number seven related to the classification of schools. As is to be expected most of the principals that responded to this question were elementary administrators. This is for the simple reason, that there are more elementary schools than there are secondary schools in the state of Montana.

Of all the respondents, 59.3% were elementary school principals. This is in contrast to 8.6% reporting Middle school responsibilities, and 10.8% being from Jr. High schools, while 17.7% of Montana's principals work in a senior high school setting. This reflects the fact that,

Montana, as most rural states, have a variety of small rural elementary school systems that feed into larger secondary systems.

8. Item number eight on the survey asked respondents to identify the level of district organization. Of those responding 31.0% worked in pure elementary systems. These would be either k-6 or k-8 systems and more than likely would be rural in nature (not belonging to a larger k-12 type of system). Only 10.2% of the respondents indicated that they worked in a secondary organization, while 56.0% worked in a joint district of some type.

An analysis of this question indicates that while there seems to be a level of concern over the number of administrative units in the state of Montana, there is a slow but steady combining of smaller districts into larger ones. Over 56% of all respondents indicated that they worked either in a joint or unified type of school system.

9. Question nine was an attempt to establish the level of education that Montana's principals' have attained. Of those actively engaged in the job of the principal, only 2.8% were doing so with a bachelors degree. This is in marked contrast to the 86.7% holding a masters degree in education, (not necessarily in educational administration). It appears that the educational leaders in Montana have advanced beyond the minimal levels required to obtain a position (the bachelors degree), however, only 7.8% had degrees beyond the masters level (EdD or PhD degrees).

This is reflective of current policies requiring educational leaders to hold a Masters degree for both the principals position and the superintendency. While certification requires specialized course work in certain content areas, i. e.: school finance, law, an individual may very easily become a principal with a Masters of Education degree in other areas.

This may be an area that the State wishes to review for policy. Increasing the level of education, just to increase the level of education is bad policy. However, requiring principals and superintendents to upgrade certain skills may not be bad policy. The question is how? It may not be enough to require short courses in a special skill area. The reason being is that it promotes an "event" mentality. Perhaps, a better solution would be to offer a limited number of courses (say through MALD), with long term follow up in order to lock the skill into the administrators competency. This may be difficult due to the "action" orientation of school administrators.

10. Respondents were asked in question 10 to state the level of experiential background prior to obtaining their current position. Of all the respondents six still worked in one room schools and were not administrators but presumably fulfilled some administrative duties for that school. One respondent had been an attorney prior to becoming a principal, others had no prior experience (relative to the position of principal). One had been a supervisor of federal projects, and a few, (approximately 15) had been counselors before assuming the duties of the principal.

In the vast majority of the cases the respondents had been classroom

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teachers before assuming the role of the principal. Those that did not indicate recent classroom experience had been administrators before. However, the range of experience was as variable as the weather in Montana. Suffice it to say that the majority of respondents were familiar with educational organizations prior to assuming the position of administrator.

This is also part of the problem, due to the fact that a teachers frame of reference is "what we did in Wherever School District." What was done, may or may not match up with what has long been known about how schools work and do not work.

11. Question eleven asked the respondents to identify the size of district in which they now serve. Fifty-seven per cent of all respondents now serve in districts of between 0-999 ANB enrollment. An additional 26.3% work in districts of between 1000-4999 student ANB, while 6.1% are in districts of between 5,000-9999 student ANB. Only 7.8% of all respondents are located in districts of between 10,000-19,999, and a mere .6% of the principals are in districts of larger than 20,000 students.

Possibly, this is an area of important policy consideration. It may be vital for the accrediting agency(ies) to examine the curriculum standards to assure that principals are trained to cope with the varied duties that small districts will place upon them. Working and surviving in small districts is different than the role that is assumed by principals in larger districts and the career patterns are different. Perhaps, the training of future school administrators should be adjusted to this reality. Another way to looking at the data is to understand that many of the principals in Montana will serve in dual role capacities. That is to say acting as both principal and as superintendent of whatever district the assignment requires.

12. Question 12 asked about the "number of years" each respondent had spent in each type of position normally found in a public school. That is to say how many years had been spent as an elementary teacher, a secondary teacher, elementary counselor, and so forth.

A. From all respondents, 7.5% indicated 0 years of experience at the elementary level, with 15.5% having elementary experience of between 1 to 5 years. Those that had between five to ten years experience in grades k-6, was 18.3%. Administrators that had taught over ten years at the elementary level, prior to assuming duties as a principal, were 24.7% of all respondents. 32.1% of the respondents failed to answer this question.

B. Principals that had no secondary experience were 1.9% of the respondents, while those with between 1 to 5 years experience at the secondary level were 22.2%. Administrators with between 5 to 10 years of experience prior to becoming principals were 19.1% of all respondents, while 24.7% of the respondents had ten or more years of experience at the secondary level. 32.1% of the respondents failed to answer this question.

C. It could be concluded from question twelve part C that administrators in Montana had not used the position of Assistant

Principal at the elementary level as a first career move. This is indicated in that only 11.6% of all respondents indicated no experience in this position prior to assuming the current job. While only 6.9% of the respondents indicated serving between 1 to 5 years in that position. Those remaining in the position longer than five years fell dramatically in the responses, with .6% indicating serving between 5 to 10 years in such a capacity. Only .3% had served longer than 10 years as an assistant principal at the elementary level.

This would seem to indicate that Montana does not have many assistant principals at the elementary level. There may be reasons for the small number of respondents indicating any length of time in service as an Assistant Principal at the elementary level. In order for districts to have such a position as asst. principal, the building, the district or both must be fairly large. Most of Montana principals serve in districts between 0-999 ANB. This means that Montana's population in most communities will not warrant such a position being established.

D. Those respondents at the secondary level, that had served time as an Asst. Principal indicated that 11.6% served in that capacity with no prior experience, while 13.6% served with between 1 to 5 years of experience. Only 3.9% had served in such a capacity for between 5 to 10 years. .8% had served for over 10 years of experience at the secondary level.

To understand the responses from question 12 D one must reference back to question number 11. That question provides a partial explanation, as most secondary schools in the state have enough students, carry a, large enough program, or both to justify an assistant principals position.

E. Respondents that had served time as counselors or deans of students prior to assuming the job of principal, indicated a variance in the amount of service in those roles prior to assuming the duties of the principal. Of those that had been counselors prior to becoming principals 11.6% had served one year or less, while 6.1% had served as a counselor between 1 to 5 years. Only 2.8% of the respondents had served as counselors for 5 to 10 years, and only .3% of all respondents had served as counselors for more than 10 years prior to becoming administrators.

Apparently, those that desire to move from the role of counselor to full administration do so very early in their careers as principals. Another way of looking at the data is that the longer one serves in the capacity of a counselor the less likely one is to become a school administrator.

F. The length of time that respondents had served as an elementary principal varied with most of the current principals indicating that they had served in such a capacity for more than one year. Those that had served for one year or less represented 5.3% of the responses tallied. This is in contrast to 24.7% of the respondents serving between 1 to 5 years, with 18.8% serving between 5 to 10 years. Those that had been principals for more than ten years represented 15.2% of the responses tallied.

G. Those people that entered into the secondary principals position indicated that as in the case of other respondents few became principals without first gaining some school experience. 6.4% of the secondary principals became principals with less than one year of school time as a principal, while 22.2% were principals for between 1-5 years, and 11.1% had served between 5-10 years as principals. Survey respondents indicated that 13.9% had served in the capacity of principal for over 10 years.

An analysis of the data seems to indicate that most people that become principals do so between 1 and 5 years of school experience. Those that had served in principal roles for longer periods of time, most likely obtained the position prior to having the certification standards raised. It is also possible that they became principals through alternative programs, fulfilled the role without the formal title, or some other avenue.

13. One of the more interesting questions in the survey asked "How well the certification training program" prepared the respondents for their first principalship. On a range from poor to extremely well, the responses varied, with most falling in the mid range of possibilities. Of those that felt the training was "poorly" done 5.5% indicated such, while those that felt the training was "below average totaled 12.5%. Together these to categories made up 18% of all returns. Most of the respondents (48.8%) felt that the training they received was average and is in contrast to the 26.6% indicating that the administered program was done "very well." Those respondents that felt that they were "very well" trained totaled 3.9% of all responses.

Analysis indicates that twice as many respondents felt that the program they were involved in was done "very well" or "extremely well", (30.5%). This is in contrast to the 18% that felt that the program was "poorly done" or was "below average." While the numbers of principals that were satisfied with the training they received is well above minimum approval ratings, it does indicate that further attention to improvement may be necessary. In order to answer that question an analysis of question number 14 on the survey is necessary.

14. "What adjustments you would recommend in your administrative certification program?", was asked in question number fourteen. As would be expected of such a question the responses were varied, reflective of each persons individual situation. However, there emerged a general pattern from the responses.

The recommendations fell into several broadly defined categories:

1. School law and related issues.
2. The internship associated with becoming a practicing administrator.
3. Closer linkage between theory and practice. These responses were lumped under the heading of "practical application" of theory.
4. Better or more course work in the supervision of teachers and staff.
5. Course work the teaches skills in how to deal with difficult personalities/situations, including parents, teachers, and

community.

The above five categories cover the major topics or concerns expressed by the respondents. However, that does not mean that other minor areas were not distressing to the practitioner. These other areas that received mention included the following:

a. Course work on curricular issues. How to develop a curriculum, aligning a curriculum, portfolio assessment, and other issues related to curriculum development received twenty-one responses.

b. How to complete a budget, work on the state system (MAEFAIRS), and related issues had sixteen responses

c. Thirteen of the respondents mentioned that the program of certification should include some type of mentoring program.

d. Stress and time management was indicated as an area needing some type of course work by ten respondents, while the number indicating a desire to know how to cope with change received nine responses.

After those items were tallied all other items received from one to seven responses each. These items ranged from cohort program, wanting to cancel the comprehensive exam, site based management (how to do), a desire to include more theory, technology education, and teaching strategies. However, none of these even came close in the number of responses received on the five issues mentioned above.

Of the top five areas of concern a ranking of importance was established. This ranking resulted in the following order:

A. Programs that train school administrators need to have a closer linkage between theory and practice. This theme was stated in many ways, sometimes directly, other times more tactfully. Suffice it to say that there is a perception that "Professors of Educational Administration" have not been in the field, or have no "recent memories" of what the real world is like. This concept received one hundred and six responses and was the top concern of the practitioners.

This area may be of major policy concern for both the universities, and certification agencies. One possible method to rectify this perceived area of concern, is that each Montana institution responsible for training administrators re-evaluate course offerings, and re-design courses to provide more linkage with the theory and practice of administration of the public schools. Re-design could include situational simulations, and other activities designed to link theory and practice together.

How to cope with difficult personalities is crucial to the success of the beginning principal. Basic to coping with difficult situations and people is having a full grasp of what each persons personality is. The above item was compiled to include situations that involve board of directors, parents, teachers, support staff, students and community members. While the categories are broad, it must necessarily be so. There are so many variables involved in coping with difficult people that the application of specifics to very general situations becomes tenuous. Indeed, the practice of school administration is a "thinking

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persons game." If one is not willing to think, then one should not become a school administrator.

However, it is possible for the colleges to include seminars that would teach coping strategies that could be used in dealing with difficult people. It should be made clear that several factors are at work to add to the perception that "professors of school administration" have no field background or experience.

A. Professors of school administration programs have a wide variety of backgrounds in school administration. At Montana State University each professor has been a practicing administrator prior to entering the professorate.

B. Universities require professors to publish on a regular basis. This contributes to the perception that school administrators are not action oriented people, as it forces a professor to begin to think in more abstract terms. Universities reward on the basis of abstract thinking, not on action oriented research.

C. In order to publish professors need to work in relative isolation from the "action world." This isolation contributes to the perception that University Professors are unable to function is a "real world situation."

It is possible that University Professors could become more involved with the "outside world of present day school administrators." In order to do this Universities should reward for the involvement with Montana School Administrators. Present reward structures reward for such involvement on a minimal basis.

B. The next area to receive the most attention was broadly lumped under the heading of "coping with difficult people or situations." This item included "working with parents", "coping with school boards and communities", "discipline plans", "disciplining errant teachers", and generally how to work in a hostile environment without losing control, or losing control of ones self. This item received one hundred two tabulations.

Item number two has the potential for broad policy concern for certification requirements. As in item number one this area needs to be re-examined by the training institutions that are responsible for training entry level principals. This may be possible through the institution of short courses, seminars, and the development of people oriented coursework. Principals should be able to work with difficult people as education is a people intensive business and is open to a great deal of public input. This item received one hundred and six tabulations.

C. The third area of interest for "suggested improvement in the administrative training program" was in the area of school law. Contrary to other areas that were lumped under broadly defined headings, there was a recurring theme in this area. That theme was that more school law is needed before an individual becomes a principal. In particular more attention needs to be given to the area of special education law, handicapped law, and more law in general. It

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was the general consensus that course work should concentrate on the application of school law, and not the history of school law.

Principals feel the need for more training in school law. Current certification requirements state that one course in school law be mandatory for initial certification. At the MSU campus the one semester course in school law covers over two hundred major decisions, Montana related cases and Montana annotated code. While special education is included, it becomes a minor area when other topical areas are included.The sheer volume of law that is needed to be covered prior to the end of the semester, makes adding topics more difficult. Rather than require more school law for initial certification, it may be that sponsorship of regular school law seminars be offered by the Universities, such as those put on twice per year by the Legal profession.

D. One item of the administrative training program that Universities within the state of Montana need to examine is the internship. It was a prevalent feeling among the respondents that the internship should be at least of one year duration, that it should include shadowing of a principal, that the structure of the internship itself should be re-examined. This item received ninety-eight responses and was number four on the list of concerns.

The most frequently made comment of the respondents was that the internship be "of one full year" duration. Currently, Montana State University normally requires an internship that lasts for one year. Students most normally sign up for the internship for credit to be given in the spring, but the internship covers the full school year. The responses to this question is reflective of field administrators not being aware of what is happening in the certification programs at the University level. Additionally, it is reflective of Universities inadequately communicating their programs to the field over a long period of time.

E. The last item among the top five items of concern was training related to the supervision of staff. Staff has been lumped together to include both teachers and support personnel. That this area is of concern is verified by research conducted in the State of Washington by the author. It was clear that principals feel some deficiencies in the supervisory role. It was requested that supervision of staff be upgraded to include "better techniques", "more adequate methods to gather data", and general "ways to supervise" employees.

At Montana State University course work in the supervision of teachers is included in the curriculum. However, it is possible that more could be done in the way of simulations that would offer students the opportunity to practice data collection techniques, conferencing techniques, modeling, and other methods of supervising instruction. Short course seminars on how to work with support personnel could be offered as well.

15. Question number fifteen in the survey asked "What educational institution" awarded your certification?

The responses to this question were closely divided among the two

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inhouse institutions. Of all the respondents, 41% obtained their certification from the University of Montana, and 37.75 were certified from Montana State University. Respondents obtaining their certification from other institutions (out of state) comprised 16.3% of the responses statewide. Only 5% of the respondents failed to indicate which institution provided their training.

It would appear that no one University has a corner on the market.

16. Question number sixteen asked, "how comfortable" current principals were in consulting with the superintendent when help or advice was needed. From the responses it would be reasonable to assume that the vast majority of the principals have a good working relationship with the superintendent to whom they would be responsible to. Of all respondents 69.9% indicated that they felt "very comfortable" in consulting with the superintendent when in need of help. This can be contrasted to the 17.7% stating that they were fairly comfortable, and the 6.1% that were not at all comfortable in seeking assistance.

From this question it would appear that for the most part organizational conflict is not between principals and superintendents. However, this does not mean that Montana is conflict free, but rather conflict is derived from many sources. This would not be surprising due the level of pluarlism that exists within Montana.

17. When asked how comfortable principals were in consulting with other principals, inside the same school district, it became apparent that principals interact rather easily. 70.6% indicated that they felt comfortable seeking advice from other principals inside the district. In contrast only 1.9% indicated that seeking advice from inside the district made them feel uncomfortable. Those that felt fairly comfortable represented 20.5% of all respondents.

This seems to indicate that school administrators are not shy about seeking each other out for advice in time of need.

18. Who performs the duties of supervising principals was asked in question number eighteen. Analysis of this question reveals that 70.9% are evaluated by the superintendent of the district, while another 11.4% are evaluated by a person designated by the central office. Only 1.4% of all respondents indicated that they were evaluated by members of the teaching staff. What was surprising was that 15% of the respondents indicated that their evaluations were formulated by persons other than those normally associated with internal administration; i.e. members of the school board. However, upon deeper reflection this is indicative of many small sized schools within the state.

19. When asked in question number nineteen, "if the school where the principals worked had a site-based council or like site-based management structure" only 27.7% responded that they in fact had such a system. Those that answered no to this question composed 68.4% of the responses, with 3.9% not answering. It would appear that site-based management is moving slowly into the schools in Montana.

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Part II of the Survey

The next series of questions asked the respondents to identify from a list those skills that were deemed to be important to the principal. The responses were ranked on a five point likert scale with 5 being critical and 1 being an irrelevant skill to the success of an aspiring principal.

From this list and responses policy may be formulated to required course work to include such skills in the required courses prior to service as an administrator.

1. Knowing the procedures of evaluation and the substance of evaluation was rated as "critical" by 55.7% of the respondents. When the rating was expanded to include "very important" 33.0% indicated that it was. Together this skill composed of 88.7% of all the respondents. Only 4.4% of the respondents felt or indicated that this skill was of moderate importance, 1.7% indicated that it was less than important and 3.3% felt that it was totally irrelevant.

Policy consideration
From these responses the State of Montana needs to make sure that course work covering evaluation methods and procedures is included in pre-service training. The training should include practice sessions that will allow the student to observe, collect data, and conduct mock exit interviews from evaluative information.

2. When asked if it was important to know how "to facilitate/conduct" group meetings the responses ranged as follows. That this is a critical skill for a principal, was agreed upon by 27.1% of all respondents, while 46.3% indicated that such a skill was "very important." Those that felt that the skill in question was of moderate importance comprised 20.5% of the total as compared to 3.6% that felt that "facilitating a meeting" was not important. Only 1.1% felt that such a skill was not important at all.

Policy consideration
Exercises in conducting group meetings and facilitating such meeting should be considered for inclusion into Montanas principal preparation program.

3. Knowing how to design and implement a data-based program for decision making, goal setting, and evaluation of programs was the third question asked. Of those that responded to this question only, 1.7% indicated that such a skill was irrelevant, and 4.7% indicated that the skill in question was less than important. This may be compared to the 25.5% indicating that the skill was of moderate importance, with an additional 45.2% indicating that the skill was very important to posses. Those that felt that being able to design and use a data base program was of "critical importance" was 21.3% of all respondents.

When the top two levels of responses ("critical" and "very important") were combined for analysis the total the for such increased to 66.5% or almost two thirds of the total responses.

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Policy consideration
In the information age those that know how to collect and interpret data will have a decided edge in massaging data for policy decisions. At MSU such a course is included in the current program.

4. The fourth question in the series related to "knowing how to develop and monitor a budget." The responses to this question very closely followed the pattern of prior answers. 21.1% of the respondents felt that this skill was critical, with 38.5% indicating that it was very important to know how to build and monitor a budget. Those that indicated that having those types of skills was of moderate importance represented 29.6% of the total. Respondents that felt that budgetary skills and the ability to monitor a budget was "less important" or "irrelevant" represented 7.5% and 1.9% of the total respectively.

Policy consideration
Knowing how to build a budget is an important consideration in the process of being an instructional leader as indicated by over half of the respondents. This is in contrast to theory of how schools are financed. Both major Universities in Montana offer some type of hands on course in budgeting and monitoring of a school district budget. The course attempts to use real life scenarios, and simulations utilizing OPI forms. It would appear that the respondents have not kept track of changes in the University curriculums.

5. Knowing how to organize and conduct parent-teacher-student conferences was deemed to be "critical" to the success of a principal as indicated by 20.2% of the respondents, and "very important" by 39.3%. Together these respondents comprised 59.5% of the total answering this question. This would seem to indicate that conducting conferences and how to prepare is an important skill for a beginning administrator.

In contrast 30.2% of the respondents felt that this skill was only of moderate importance, while 6.6% indicated that the skill in question was of "less importance" or "irrelevant" (2.2% of the response total).

Policy consideration
Montana certification could consider requiring a short course or seminar as part of the certification process, or as a requirement for re-certification. Incorporating such a course into the university curriculum, while feasible, may not be the appropriate place for such a course.

6. Question six in part II asked, how important it was to be able to,"know how to establish a master schedule for students." Of those that answered this question 32.1% indicated that this skill was critical, with another 36% stating that the skill was "very important." Those that felt that the skill was of moderate importance represented 23.3% of the total responses, while those that felt that the skill of organizing a master schedule was "less important" or "irrelevant" represented 3.9% and 3.3% respectively.

Policy Considerations
For the purposes of certification it may be worthy of consideration to

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require potential principals have some exposure to schedule building. At Montana State University this skill is covered in the secondary principal curriculum, but not at the elementary level. This is due to the fact that elementary schedules do not have the degree of complexity about them that secondary schools have.

7. When asked about the need to be "aware" of state codes, and other issues related to school law the responses were as follows. Those that felt that this topic was "critical" to principal success represented 42.9% of the respondents answering this question. An additional 36.3% felt that having knowledge of "state codes" was very critical to a principal. Only 13.3% felt that the skill was of moderate importance, with 3.0% in each of the last two categories answering that it was either, "less important" or "irrelevant" to the position.

Policy considerations
It appears that the respondents felt that increased knowledge of school law was of vital importance. Whether more school law should be offered in the formal curriculum is debatable. It seems that a more viable alternative might be to require attendance at a series of ongoing school law seminars.

BEGINING WITH QUESTION NUMBER EIGHT THE SURVEY BEGINS TO BECOME MORE ORIENTED TOWARDS PEOPLE SKILLS VERSUS "SKILLS OF MANAGING THINGS."

8. The relative importance of having some knowledge of "managing school food service, custodial and secretarial staff" was asked in question number eight, part II. Tabulations revealed that this issue was of minor importance in comparison to the other skills in question. Only 9.7% of all respondents indicated that this was a critical skill. Most respondents indicated that such a skill was either "very important," or "moderately important." Those that felt the skill was very important represented 33.5% of the total responses along with 42.7% that felt the skill was only "moderately important." The responses indicating that "managing school food service" etc. was either less important or irrelevant, represented 11.4% and 1.4% of the responses respectively.

Policy considerations
It would appear that to require some type of formal training in working with support staff (food service, custodial, or secretarial) is of relatively low priority in pre-service training for future principals.

9. The ninth question in part II of the survey asked about the relative importance of "establishing a positive, co-operative relationship" with other administrators inside the same district. A vast majority of the respondents indicated that this skill was either "critical" or "very important" to the success of a new principal. Those that indicated that it was "critical" represented 24.1% of the total responses or not quite one fourth or the total. this is contrasted to the 36.6% stating that such a skill while not critical was "very important." Taken together this represents 60.7% of the responses. Only 28.5% felt that the skill was "moderately important"

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along with the 4.4% and 1.9% indicating that such a people skill was either "less important" or "irrelevant."

Policy considerations
Teaching someone "how to establish" good working relationships points out the difficulties in training future administrators. While the skill is obviously important to most of the respondents, the how to teach such a skill, becomes very confused with individual personalities. Current University curriculums do focus on methods that allow future principals to gain an understanding of ones self. However, such an understanding must first put into a theoretical construct prior to moving to application. To do otherwise would require one on one intensive personal counseling! At Montana State University such a process is not likely to occur even if the current level of funding was increased dramatically.

10. When asked to indicate the relative importance of "defining employee roles in the school" the responses indicated the following.18.8% felt that this was "critical", while 44.3% indicated that the skill was "very important." This represents 63.1% of all responses when combined. Only 28.5% felt that such a skill was "moderately important", with 4.4% answering that it was "less important" and 1.9% stating that it was "irrelevant."

Policy considerations
Defining roles and how those roles are defined takes place in several areas of the curriculum at Montana State University. In EDLD 541 much emphasis is place upon the role of the leader in the varied situations that principals will be engaged. EDLD 540, basic beginning course is the first in a series of courses that expand those concepts. EDLD 546 (personnel) further expands the students knowledge in this area.

11. Question eleven asked about the relative importance of "relating to school board members and central office" personnel. As in most of the people questions, the responses tended to overwhelmingly support some type of training in order to work with people in political situations. Those that felt that this skill was "critical" represented 30.2% of all responses, with an additional 39.3% indicating that "relating" was very important. Those that felt that "relating" was of moderate importance represented 23.3%, while those that indicated that "relating" was of moderate importance were 4.4% of the sample. Only 1.7% indicated that "ability to relate" was irrelevant for the position they held.

Policy considerations
One issue worthy of consideration is increased training in the area of 'school board politics' for those administrators that serve as both principal/superintendent. Due in part to the rural nature of Montana there will be more small school districts than large ones that need someone capable of working in isolated areas. These areas can be as politically hot as the largest system in the state. Often new administrators are ill equipped to work in politically sensitive situations. Increasing the training for dual roles is worthy of consideration.

12. The twelfth question asked about the relative importance of

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knowing the "ethical limits within the district or building" in relationship to ones own sense of ethics. This question received a large number of responses that would indicate that having such knowledge is important. Over two thirds of the respondents indicated that this was either a "critical or very important" skill to possess.

Those that stated that the skill was of a "critical" nature represented 33.2% of all respondents, while those that indicated that the skill was "very important" composed 35.7% of all responses. Together the total comprised 68.9% of all returns answering this question. Only 21.3% felt that "knowing the ethical limits" was of moderate importance. Those that felt that the skill was either "less important" or "irrelevant" represented 4.7% and 2.5% respectively.

Policy considerations

Other Universities have begun to address this need by including a practical course in "ethics" for school administrators. While the position is indeed a highly politicized one, it may still be an ethical one. The issue is largely determined by the individuals sense of what is "ethical." A practical course in ethics could help clarify what ones own value system is and should be considered.

13. How important is it for school administrators to "recognize the importance of family and how to balance family and work" was asked in question 13. If the totals for "moderately important is included along with "very important", and "critical" the responses indicate that this is overwhelmingly important. When the totals of the three categories mentioned are added together the responses represent 86.7% of all responses. When separated into "critical and very important" the number of responses represent 57.1% of all survey returns, with "critical" being 25.5% of the total and "very important" representing 31.6% of the balance. Those that felt "balancing ones personal life" was only of moderate importance were 29.6% of the total, while 8.6% felt that this item was "less important" or "irrelevant" (3.3%).

Policy considerations

Maintaining a proper balance between family and career is important to the State of Montana if one can accept the assumption that "happy administrators" are more effective. Given that assumption it may be important to include workshops on "family-career" counseling into the curriculum in the pre-service training. It is as true in Montana as the rest of the country that increased pluralism brings more stress into the position and may contribute to family breakup, disharmony, dysfunction. While what research we have on the subject is limited this may be an area worthy of further discussion/investigation. However, important this topic might be it is nonetheless not one of the top ten items.

14. The importance of networking in the schools of today was asked in question number fourteen. Those indicating that such a skill was either "critical" or "very important" represented 28.5% and 41.3% of the total responses respectively. Only 20.5% indicated that "networking" was of moderate importance, with 6.4% stating it was "less important" or "irrelevant" (1.9%).

Policy considerations

Opportunities do exist for pre-service administrators to gain some degree of networking opportunities. These opportunities exist during the internship, attendance at annual School Administrators of Montana conferences and other organizational meetings. While the skill may be enhanced by courses, it is not possible to network to the degree required by the position due to the fact that pre-service administrators are still teachers and react to many issues as teachers.

15. Question number fifteen asks respondents to indicate the level of importance placed upon "knowing how to involve all parties in the educational community." The importance of this question was perceived to be "critical" by 24.4% of the respondents, and 46.5% perceived this skill to be "very important." Only 20.2% indicated that "knowing how to involve others" was moderately important, with 5.5% and 2.2% stating that the skill in question was "less important" or "irrelevant."

Policy considerations
This question is important when it is combined with an earlier question asking if there was a "site based council in operation" in the building or district (question 19, part I). That principals viewed this a either "very important" or "critical" may have a great deal of bearing on the slow movement to site based councils in Montana. Universities should consider incorporating some type of course work in "how to establish more community involvement" into the curriculum.

16. The importance of "knowing how to develop positive relations with other organizations, power groups, and authorities" was asked in question sixteen. The percentage of respondents that felt that this skill was 'very important' represented 46.3% of the responses totaled and was approximately double the responses (20.5%) that indicated that stated that this skill was 'critical' to the success of a principal. In contrast 24.4% of the respondents felt that "knowing how to develop positive relations with other organizations" was of moderate importance, or 'less important (5.5%), or irrelevant (1.9%).

Policy Considerations
It would be possible to include this skill into the existing university preparation program by incorporating guest speakers into organizational theory classes, leadership theory classes, or offering short courses with external agency representatives as guest speakers. The real issue to be addressed here is should the skill be addressed as part of pre-service training (certification or licensing) programs.

17. The seventeenth question in part II asked how important "demonstrating an awareness of what it means to possess power and authority" was to the success of a principal. It is interesting to note that 28% of all respondents indicated that having "power and authority" was either critical or very important to the success of a principal. Those that felt that it was "very important" responded that it was very important 43.5% of the time, while those that indicated it was "moderately" important composed 19.9% of the respondents. Only 5% of all the responses stated that having "power and authority" was less important, with 2.2% indicating that "power and authority" was irrelevant to a principals success.

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Policy considerations
As in the prior question, this knowledge or awareness is covered in the pre-service curriculum. However, it is not specifically identified as a requisite to entering service as a principal. The policy issue is does Montana desire to specify skill acquisition or approach skill acquisition through the taking of a set of defined courses. Either approach will generate courses that cover the content identified in question seventeen.

18. How important is it to the success of a principal to "know why" one was selected to a particular position was asked in question eighteen. In contrast to the prior questions in the survey only 11.1% of the returns indicated that this was a "critical" skill, with 33.8% stating that it was "very important" to ones success as a principal. the percentage of returns indicating that the skill was "moderately" important represented 34.9% of the responses, with 13.3% stating that this knowledge was "less important" or "irrelevant" to the success of a principal in Montana.

Policy considerations
This skill is not important enough, as indicated by the returns, to modify Montanas' certification requirements.

19. Having a sense of "self-confidence" on the job was viewed by over forty percent of the respondents to be critical to a principal (41.%), with another 39.3% stating that confidence was "very important" to principal success. Together the two in combination represented 80.3% of all the returns making this an important personal characteristic. In contrast only 10.8% felt that confidence on the job was "moderately important", with 4.2% indicating that having confidence was "less important" or "irrelevant" (3.0%).

Policy considerations
While the respondents clearly indicated that "having self confidence" was important to the successful principal, the question is "how does" one train for self-confidence in a pre-service program. The closest that the program at MSU can do to increase self confidence in pre-service training occurs in school law. In law the course itself is taught in such a manner so as to produce a certain amount of stress. Through the induced stress the student learns to defend one's self and to be confident in one's answers. Even in the internship, there are few opportunities to develop the kinds of stress that will allow an individual to grow in self esteem.

20. The relative importance of "having a vision for the building in which a principal works and being able to communicate that vision" was assessed in question number twenty. The results of an analysis of that question revealed that 50.4% of all respondents felt that this was "critical" to the success of a principals mission. In contrast 34.9% indicated that having a vision and communicating that vision was "very important. In combination the two tabulations revealed that 85.4% of the respondents felt that the skill was either "critical or very important" to a principals duties. Only 7.8% indicated that such a skill was "moderately important", or "little importance" (1.9%). In contrast 3.3% felt that the skill of vision building was "irrelevant."

Policy considerations

The fact that communicating a "vision" for a building is deemed important first implies that the principal knows "what vision it is that is to be communicated." In order to develop a vision about the organization means that a principal must have a solid foundational philosophy, and a well founded theoretical background in what research has to say about what an effective school looks like. This is contrary to earlier statements that "University Professors" don't operate in a real world or recognize the real world of school administration. What it does support, is the contention that "real world administrators" need research and philosophy and the "University Professors" need real world contact. Creating an effective vision is a complex set of social, political and technical interactions.

21. How important it is to be able to "demonstrate a desire to make a significant difference" in the lives of staff and students was asked in question 21. Of all respondents 52.4% indicated that the ability to accomplish this was "critical", with 32.4% stating that it was a "very important" skill to have. Only 7.5% of the responses indicated that the skill was "moderately important." Those stating that the skill was either "less important" or "irrelevant" represented 2.8% and 3.6% respectively.

Policy considerations

That it is important to be able to "demonstrate a desire to make a significant difference", is undoubtedly perceived to be important to the principals surveyed in Montana. However, many an organization has been damaged by "worthy desires" to improve the schools. In order to make a positive significant difference in Montanas' public schools requires that improvement take place over a period of time (years v. months), that improvement efforts be based upon what is known about effective schools, school organizations, climate of the schools, the community, and political situation. This means that principals need to be well schooled in how social-political organizations function.

22. Question twenty-two asked how important it was to know the "ethical limits" within a school or district and "balancing" those ethics against ones own set of values. The percentages of responses that indicated that this is perceived as a critical skill represented 32.4% of the total, while those that felt it was "very important" represented 31.6% of the returns analyzed. Together, this amounts to 64% of the total. Of the returns that indicated that "knowing the ethical" limits was moderately important was 19.7% of the responses, compared to 3.0% indicating that the skill was less important or irrelevant (2.2%).

Policy considerations

This question points up to the fact that principals need to have some degree of exposure to "ethics or philosophy" in order to understand what it is that is of importance to them. Schools are social-political organizations with many forces attempting to control the agenda (curriculum, programs, or philosophical approaches) inside the school. Control the agenda and one may control a large part of American culture. If a principal doesn't know what ones own set of values or beliefs are, or have an operational definition of what it means to be educated, them the schools will become increasing targets of criticism from all factions of society. AT Montana State University students

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must take a course in philosophical foundations in order to streghten their own philosophical underpinings.

23. To what degree is it important to "understand that change is an ongoing process and that change results in a changing vision" was asked in question twenty three. When the top two categories are combined 78.1% of all respondents felt that this was either "critical" (41%) or "very important" (37.1%) for a principal to know. In contrast those that felt that the skill was "moderately important" represented 15.2%, while those that indicated it was "less important" totaled 1.9% of all responses. Three percent (3.0%) indicated that the skill was "irrelevant" to the role of the principal.

Policy considerations

Having a good understanding that the change process is important element of creating a good school is at the heart of this question. That principals are concerned about generating a good school is important, however, the more complicated the change the more critical it is that principals understand change processes. Change may be implemented but implementation does not guarantee that the change is permanent or successful. Permanent change requires, that the elements of people, condition and time be present in order to achieve lasting permanent change. All principal need to have these concepts well imbued within their range of skills. Currently, Montana State University requires that a course in change be taken prior to completion of a program.

24. The last question in Part II asked the respondents to indicate the degree of importance of "knowing how to assess the responsibility of the principal in terms of the real role of the principalship." Stated in other terms this question asks if it is important to know how important it is to sort out what must be done versus what the job description calls for. Those that felt that this was a critical skill comprised 33.5% of all responses, while those that felt the skill was very important made up 39.9% of the total. Another 16.9% indicated that knowing this skill was moderately important, with 3.9% and 2.8% indicating that it was less important or irrelevant.

Policy considerations

While this skill was deemed to be of some critical importance or to be very important as indicated by the responses it is doubtful if this skill could be taught very well. The reason being is that the skill calls for exercising judgement, and no one is able to teach "judgement" well.

Conclusion

The top five concerns of practicing administrators have already been listed. However, it may be relevant to relist them again for the conclusion of the analysis of the study.

The areas of concern fell into several broadly defined categories:

1. School law and related issues.
2. The internship associated with becoming a practicing

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administrator.
3. Closer linkage between theory and practice. These responses were lumped under the heading of "practical application" of theory.
4. Better or more course work in the supervision of teachers and staff.
5. Course work the teaches skills in how to deal with difficult personalities/situations, including parents, teachers, and community.

The top ten skills as reported in part II of the survey are as follows:

1. Knowing how to conduct an evaluation for the improvement of instruction (55.7% critical). TECHNICAL SKILLS
2. Having a desire to improve the organization (52.4%). SELF AWARENESS
3. Being able to develop and articulate a vision for the organization (50.4%). SELF AWARENESS
4. Having a knowledge of Montana, Federal laws, rules and regulations (42.9%). TECHNICAL
5. Being able to cope, develop, adapt to change (41%). SELF AWARENESS, AND TECHNICAL
6. Having the self confidence to do the job on a day to day basis (41%, tied with number five). SELF AWARENESS
7. Being able to assess what the real job of the principal is (33.5%). SELF AWARENESS
8. Knowing what the ethical limits are in the district or building and balancing those with ones' own professional values (33.2%). SELF AWARENESS, A PEOPLE SKILLS
9. Knowing how to establish a master schedule for students and staff (32.1%). TECHNICAL SKILLS
10. Knowing how to relate to school board members and central office staff (30.2%) PEOPLE SKILLS, SELF AWARENESS

Conclusion

It would appear that some of the concerns listed in the survey are contrary to what later survey results would seem to indicate. For example while decrying the emphasis upon "theory" and "out of touch professors" respondents also indicated that "having a vision, articulating that vision" was a critical skill (50.4%). From this some conclusions may be drawn:

A. The univsersities have done a poor job of keeping administrators abreast of what changes have taken place in the curriculum for training school administrators.
B. School administrators have not kept abreast of what Universities have done to keep the curriculum up to date.
C. In reviewing the top ten skills needed to succeed as a school administrator, it would appear that the Universities have done a good job training people for the technical side of leadership. However, they have not done as good a job with school leaders understanding the human side of school organization. Understanding the human side first

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begins with understanding ones' self.

More needs to be done to encourage minorities and women to enter the field of school administration. While, this area has improved over the last several years, it is still not representative of or reflective of Montana society as a whole.

Recommendations

1. The State of Montana may wish to initiate discussions with the two Universities charged with the responsibility to train Administrators, in order to begin a skills or outcome based training program. Current requirements for certification is based upon taking so many course credits, and supposing that those credits translate into skills learned. A different approach might be to require demonstration of certain skills prior to certification and allow the Universities to develop the program towards attainment of those skills.

2. Universities need to initiate discussions internally on what should be the expected outcomes and how to assess those outcomes in terms of critical skills.

3. The state of Montana may wish to require the Universities to pre-assess the applicants prior to engaging in course work. Pre-assessment, while more complex and more detailed, may result in a better administrative product than the current practice of allowing candidates to self select. This could include portfolio assessment, simulations, and other innovations currently available.

This would be of importance due to the fact that many of the top ten skills are either self awareness or people skills, which are not easily taught. Indeed it is interesting to note that out of the top ten skills from the survey only three are technical in nature, the others being related to knowing ones' self and what one is all about.

4. While more expensive in terms of program costs the State of Montana needs to decide if quality vs. quanity of school leadership is what is really desired.

5. Universities need to work at establishing and maintaining closer realtions with those in the field. It is often easy to work in isolation from the field, which contributes to the perception that University professors are not action oriented people.

6. Universities and the State of Montana invesitigate methods to train new administrators in how to function in a wide variety of roles that will confront many new leaders. That is to say, how to serve as both a principal and a superintendant, a role frequently encountered in rural areas.

MONTANA PRINCIPALS

Please fill in the information below by placing an X on the appropriate line. Please do not record your name. All responses will be kept strictly confidential and the results will be reported in terms of the entire population only. Please do not omit any items.

1 . Gender: (1)_____ Male; (2 _____ Female.

2. Current Age: (1)_____ 21-30; (2)_____ 31-40; (3)_____ 41-50; (4)_____ 51-60.

3. Ethnicity: (1)_____ American Indian or Alaskan Native; (2)____ Asian (3)_____ Pacific Islander; (4) _____Filipino(5) _____Hispanic (6) ____Black, not Hispanic; (7)_____ White, not Hispanic.

4. Is this your first principalship? (1)_____ Yes; (2) _____No.

5. If you answered "No" to question #4, how many years in total have you been a principal? (1)_____ Less than 5; (2)_____ 5-10 years; (3)_____ 11-15 years; (4)_____ More than 15 years.

6. Your age when you were appointed to your first principalship:
(1)____21-30; (2)_____31-40; (3)_____41-50;(4)_____ 51-60.

7. Classification of your current school: (1)____ Elementary;
(2) _____Middle School; (3)_____ Junior High (4)_____ Senior High school

8. Classification of your current district: (1_____)Elementary;
(2)_____Secondary; (3)_____ Unified or Joint; (4)_____ Private.

9. Degrees(Please circle): (1) BA/BS: Major_____; (2) MA/MS/MEd: Major_____; (3) Ph.D./Ed.D: Major_____.

10. Experience prior to current principalship (last position held) _____

11. Size of current district: (1)___0-999; (2)____ 1,000-4,999;
(3)_____ 5,000-9,999; (4)_____ 10,000-19,999 (5)_____Above 19,999

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12. Number of years in each position: (Please circle).

	NONE	1-5	5-10	10 +
Teacher (K-6)	(1)	(2)	(3)	(4)
Teacher (7-12)	(5)	(6)	(7)	(8)
Asst. Prin.(K-6)	(9)	(10)	(11)	(12)
Asst. Prin.(7-12)	(13)	(14)	(15)	(16)
Dean or Coun. 7-12	(17)	(18)	(19)	(20)
Principal (K-6)	(21)	(22)	(23)	(24)
Principal (7-12)	(25)	(26)	(27)	(28)

13. How well do you believe your administrative training and credentialing program prepared you for your first principalship?

(1)___Poorly; (2)___Below Average; (3)___Average; (4)___Very Well; (5)___ Extremely Well.

14. What adjustments would you recommend be made in your administrative certification program to better prepare beginning principals?

(1)_____

(2)_____

(3)_____

QUESTION NUMBER 15 AND 16 IS VOLUNTARY AND IS NOT REQUIRED TO VALIDATE THE SURVEY.

15. What educational institution did you obtain your administrative training from.

a. University of Montana ___ b. Montana State University ____

C. Other University or college_____

16. How comfortable do you feel consulting with your superintendent when you need help or advice?

(1)___Not at all comfortable; (2)___Fairly comfortable; (3)___Very comfortable.

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17. How comfortable do you feel consulting with other principals in your district when you need help or advice?

(1)____Not at all comfortable; (2)____Fairly comfortable; (3)____Very comfortable.

18. What is the title of the individual who evaluates your performance as a principal? (1)_____ Superintendent; (2)_____Central office Administrator; (3)_____Teaching Staff; (4)_____Other(Title)_____

19. Does your school have an active site-based council?

(1)_____Yes; (2)_____No.

20. The following 24 skills have been identified by superintendents in another state as critical for new principals to possess. Using the scale below, please rate each item based on how important you feel it is for a new principal to possess the specific quality listed.

CRITICAL VERY IMPORTANT MODERATELY IMPORTANT LESS IMPORTANT IRRELEVANT

5 4 3 2 1

___1. Knowing how to evaluate staff (e.g., procedures for the task, and also substance: What do standards really mean?).

___2. Knowing how to facilitate/conduct group meetings (large and small).

___3. Knowing how to design and implement a data-based improvement process, including goal-setting and evaluating.

___4. Knowing how to develop and monitor a building budget.

___5. Knowing how to organize and conduct parent-teacher-student conferences.

___6. Knowing how to establish a scheduling program for students and staff (master schedule).

___7. Awareness of the state code and other issues associated with school law.

___8. Knowing how to manage food service, custodial, and secretarial

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staff.

___9. Establishing a positive and cooperative relationship with other administrators in the district.

___10. Knowing how to delineate employee roles in a school setting.

___11. Knowing how to relate to school board members and central office personnel.

___12. Knowing where the ethical limits exist within the district or building and balancing that knowledge with one's own professional values.

___13. Understanding how the principalship changes one's family and other personal relationships.

___14. Developing interpersonal networking skills that may be used with individuals inside and outside the school system.

___15. Knowing how to encourage involvement by all parties in the educational community.

__16. Knowing how to develop positive relationship with other organizational power and authority.

___17. Demonstrating an awareness of what it means to possess organizational power and authority and how to use power and authority.

___18. Demonstrating an awareness of why one was selected for a leadership position in the first place.

___19. Portraying a sense of self-confidence on the job.

___20. Having a vision along with an understanding of the steps needed to achieve relevant goals.

___21. Demonstrating a desire to make a significant difference in the lives of staff and students.

___22. Knowing where the ethical limits exist within the district or building and balancing that knowledge with one's own professional values.

___23. Understanding that change is ongoing, and that it results in a

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continually changing vision of the principalship.

___24. Knowing how to assess job responsibilities in terms of the real role of the principalship."

___25. other--please list

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